

## WORKSHEET 10

## Student self-nomination form

Select six characteristics from Resource Note 4 to develop a student self-nomination form

Characteristic	Scale				
	1 not at all	2	3	4	5 all the time
Do you recall facts easily?					
Are you a perfectionist?					
Who do you like to spend time with and why?					
What is the thing you like doing the most?					
What is your favourite subject?					
How do you feel in class?					

What is your ambition in life?

Notes

## WORKSHEET 9

## Peer nomination form

Select six characteristics from Resource Note 3 to develop a peer nomination form

Characteristic	Scale				
	1 not at all	2	3	4	5 all the time
who has interesting things to say / unusual ideas?					
who likes to lead in group activities?					
who recalls information / facts easily?					
who asks the most questions?					
who gets on well with adults?					
who prefers working on their own?					

Notes

## REFLECTION SHEET

What does Gagné mean by chance elements?

The chance factors means the ability to turn a child's gifts into talents. These ~~then~~ factors are uncontrollable; they are due to genetics, environmental, social and physical factors.

Give examples of possible chance factors under the following headings:

Developmental process

How talents develop is dependant on the developmental process.

How a gifted child views themselves and their motivation to succeed. If this gift is not recognised and understood or exposed it may not have the opportunity to flourish.

Intrapersonal catalysts—physical

Handicaps / learning difficulties

Health issues.

Intrapersonal catalysts—psychological

motivation

volition

self-management

personality / character

Environmental catalysts—macroscopic (visible)

- Environment, upbringing, social status.

- Family upbringing.

- Cultural understanding / beliefs.

Environmental catalysts—microscopic (not obvious)

- Influences or events / encounters

- Influence of people / family, friends, teachers etc)

Which factors do you have some influence over?

As teachers we need to be familiar with the characteristics of gifted children to be able to recognise them. We must provide a learning environment that will suit their needs and a curriculum that will challenge and motivate them to learn. We need to work as a whole school community to ensure provisions are available.

What implications does this have for schools, classrooms and educators?

- Teachers, parents and TA's need to be aware of how to identify G and T students and also then how to support them. Therefore training, resources and communication systems have to be available.

- Support groups and counseling must be readily available.

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